



THE
KING'S SCHOOL
CANTERBURY
JUNIOR KING'S

Anti-Bullying Policy

Responsible People: Deputy Head Pastoral and Head
Latest Review Completed: September 2024

AIM

The Junior King's School is a caring and supportive learning community where all pupils are valued as individuals and a positive self-image is promoted. The School community will not tolerate any unkind actions or remarks, even if these are not intended to hurt.

We prepare pupils to be active, confident and responsible members of society. The School creates an atmosphere in which our pupils feel that they are well known, safe, valued and respected. We foster a school environment, characterised by warmth in interpersonal relationships, where independence is respected and individuals can flourish and develop their potential, free from fear and intimidation.

It is therefore important that we have a policy which supports this belief and ensures that all parents and pupils are aware that bullying complaints will be dealt with firmly, fairly and promptly. At Junior King's we have zero tolerance towards bullying.

DEFINITION

Bullying is an intentional abuse of power by an individual or group, **usually repeated over time**. In bullying, there is a conscious desire to hurt, to threaten or to frighten. Bullying takes many forms:

- **Physical:** pushing, kicking, hitting, pinching and any use of violence.
- **Verbal:** name-calling, 'banter', sarcasm, teasing, insulting, telling lies and spreading rumours.
- **Emotional:** exclusion, tormenting (e.g. hiding books or belongings), threatening gestures, racial taunts, unfriendliness, getting others to hurt someone, graffiti and gestures.
- **Sexual:** unwanted physical contact or abusive comments.
- **Cyberbullying:** inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet (usually through social networking sites such as Facebook, Instagram, X, Snapchat etc.) to deliberately upset someone.

As people react differently, and it is not always possible to tell if someone is hurt or upset, all members of the Junior King's community should conduct their dealings with one another in a spirit of consideration and courtesy.

POSSIBLE SIGNS OF BULLYING

Pupils who are being bullied may show changes in behaviour. They may show changes in their work patterns, may lack concentration or may even play truant from school. In really extreme circumstances children may self-harm or even attempt to commit suicide.

Some of the signs to look out for include:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults
- Lack of concentration
- Truancy
- Fear of coming to school
- Reluctance to travel on school transport
- Stammering
- Crying themselves to sleep
- Declining standards in work
- Ripped clothes or damaged/lost books or belongings
- Unexplained cuts or bruises
- Becoming more aggressive than normal
- Loss of appetite
- More emotional than usual

These signs and behaviours also indicate other problems, but bullying should be considered a possibility and should be investigated.

It is important to distinguish between bullying acts as described above and spontaneous bouts of anger, which should not necessarily be classified as bullying. Bullying is most often persistent and personal and involves power over a period of time. It can, in some cases, lead to short and/or long-term psychological damage.

Bullying of any kind is always unacceptable and will not be tolerated.

Bullying is not:

- **children falling out**
- **children who do not get on with one another**
- **a one-off altercation between children**
- **children learning to negotiate**
- **mutual arguments and disagreements**
- **single episodes of social rejection or dislike**
- **random acts of aggression or intimidation**

CONTEXTS OF BULLYING

The school recognises that bullying is most likely to take place in and around the playgrounds at break and at lunchtimes. It may also occur in the dining room at mealtimes, and in the changing rooms before or after games and activities sessions.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance
- Bullying related to lack of prowess in sport, for example
- Sexist or sexual (including homophobic) bullying

At Junior King's we strive to create an environment where diversity is celebrated, and name-calling and comments based on prejudice are challenged. The Equality Act 2010

makes it unlawful to discriminate against people over age, disability, race, sex, religion or belief, or sexual orientation.

STRATEGIES FOR THE PREVENTION OF BULLYING

The Junior King's School aims to provide:

- An open, positive, friendly and caring atmosphere which helps to build positive self-images among pupils and fosters appropriate behaviour in all areas.
- The encouragement of positive role models across the school community.
- A structured PSHE programme (Life Skills) within the curriculum, which aims at developing personal and interpersonal skills as well as dealing specifically with the issue of bullying.
- National Anti-bullying Week is scheduled in the school calendar, and a range of activities are planned to coincide with this week's theme.
- Staff training on bullying, and training on how to recognise signs, take complaints seriously and share information.
- A robust tutor system that ensures personal contact with every child on a daily basis.
- The awareness of a 'Trusted Adult' that each pupil should be able to identify at the school, this adult is nominated by the child.
- Reinforcement of appropriate ways of treating others and covering specific themes through whole-school assemblies, house assemblies and section assemblies, as well as theme days and evenings. Values such as empathy, teaching emotional intelligence and showing kindness to others are embedded into the school.
- Support for potential or actual victims by making them aware of tactics for avoiding high-risk situations and developing assertiveness skills.
- Appropriate staffing in the margins of school life: low profile, but frequent surveillance of areas where the potential for harassment is greatest (i.e. locker areas, changing rooms, queues).

Developing Effective Strategies (through PSHE, visiting speakers, workshops, assemblies, form time)

1) To help children develop *social problem-solving skills*:

- Help children understand and deal with their feelings about bullying behaviours. Let them know that strong feelings, such as anger, frustration, and fear can be common, but violence is never acceptable. Help them learn non-hurtful ways to express their feelings.
- Encourage impulse control and self-calming. Teach and model simple relaxation and self-calming techniques to deal with strong feelings. Help children to practise using these techniques.
- Help children practise listening skills. Children need to listen attentively to understand what other children want, and why. Attentive listening begins by looking at the person speaking and being quiet while they are talking.

- Provide children with practice in thinking of solutions, anticipating consequences, and evaluating the harmfulness of violent solutions. To prepare children to deal with bullying responsibly, help them to think of alternative solutions and the likely consequences, and discuss how bullying is harmful and unacceptable. Young children are more likely to think of alternative solutions when in uncomfortable situations if they discuss and practise them first, with adult guidance.

2) To help children develop emotional intelligence and *empathy skills*:

- Encourage children to label their own feelings and tell each other how they feel about unkind and negative behaviours. In an atmosphere of understanding and acceptance, adults can talk about their own feelings and ask children to describe how they feel.
- Discuss how children who are upset by unkind behaviour might feel. Using pictures, stories, or puppets, role play, films, etc., ask children how they think the character feels, why they think the character is feeling that way, and what could be done to help the character feel better.
- Explain that, despite differences between people, everyone experiences certain basic feelings. Use pictures and stories to demonstrate that even people who look different from each other experience similar basic and universal feelings.
- Remind children how they felt in situations similar to those faced by others in distress. For example, if a child falls down, remind another child how he/she felt when they fell last week. Enlist their aid in assisting and comforting the child who has just fallen.

3) To help children develop *assertiveness skills*:

- Teach children to speak directly to each other, rather than through the teacher. Dependence on the teacher to solve problems can interfere with self-reliance and self-confidence in social situations.
- Teach children to ask for things, and offer things to each other, in a polite and open-ended way. Peers are more likely to co-operate when asked nicely and given a real choice.
- Teach children to say “No” politely and to accept “No” for an answer from others by saying “O.K.” Children need to know how to decline a request or offer in an acceptable way, and respect that right in others.
- Teach children to accept legitimate adult authority.
- Teach children to use assertiveness skills to avoid submitting to unkind acts, bossiness, or discriminatory behaviour. Children can be taught first to stand up directly to a bullying peer and, only then, to call for adult help if needed.
- Teach children to ignore routine provocative peer behaviours. By ignoring the minor provocations, children practise controlling their own emotional reactions. They also deny the bully the reaction he or she seeks.

STRATEGIES FOR MONITORING

Bullying will be monitored through:

- Staff vigilance, both within and out of the classroom, and good staff/pupil relationships.
- Vigilance within the boarding houses.
- Swift response and intervention to incidents of unkindness and reporting to relevant staff.
- Discussion at weekly meetings: Pastoral Welfare Committee; Heads of Section/Year meetings.
- Open communication with parents and guardians.

As part of their education, it is very important to inform the children whom they could talk to if they feel they are being bullied, are worried they are going to be bullied or are concerned about the welfare of a peer.

They will be encouraged to talk to:

- another pupil (a close friend, perhaps, or a School Prefect)
- their parents
- their Form Tutor, to share concerns as soon as possible
- a member of the Health Centre staff or School counsellor
- a member of their House staff
- their Head of Year/Section
- a Deputy Head or the Head

TAKING ACTION AGAINST BULLYING

Parents/Carers

The responsibilities of every parent/guardian include:

- promoting good communication between themselves and their child about their child's learning and development;
- informing school **as soon as possible** of any worrying incidents of poor behaviour, about which they are concerned. It is natural for a child to feel nervous or cautious about parents informing the school and to feel that intervention will make the situation worse, but following consultation with parents, the staff will step in if we feel intervention is necessary as delay can cause escalation;
- being aware of current policy and procedures;
- giving appropriate guidance to their children and working supportively and in partnership with the school;
- modelling appropriate behaviours towards others;
- understanding the term 'bullying' as something that generally happens over time.

Pupils

The responsibilities of every pupil include:

- contributing to keeping themselves and others safe;
- accepting and abiding by our School Values and Golden Rules;
- respecting others' personal belongings as well as their own;
- accepting they are responsible for their own behaviour;

- displaying good citizenship to others, including reporting any incidents of alleged bullying behaviours to a responsible adult;
- telling the truth to adults at all times;
- telling themselves they do not deserve to be bullied;
- being proud of themselves as individuals;
- staying near a group of friends or around people.

Staff Members

The responsibilities of individual staff members include:

- modelling appropriate behaviour towards others;
- providing children with opportunities to be listened to;
- being sensitive to children's rights for privacy and respect;
- good communication between staff and parents;
- reporting, investigating and recording alleged bullying according to school policy;
- implementing restorative approaches;
- implement policies, strategies and approaches consistently.

All members of staff, and form tutors in particular, should make sure that every child knows what to do and how to respond if they experience or witness bullying. Some strategies for children are listed below.

What can you do if you think that you are being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, and this is happening over a sustained amount of time, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group of friends or with others; bullies usually pick on individuals.
- Get away as quickly as you can.
- Share your concerns as soon as possible. Tell someone you can trust - it can be a teacher, a teaching assistant, a matron, a parent, a friend, a brother, a sister or another relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write down your concerns on a piece of paper and give it to someone you trust. You could also send an email to apape@junior-kings.co.uk or use the 'Bullying Alert' option on epraise.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?)
- Keep a diary of what has been happening and refer to it when you tell someone.

- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quickly.
- Don't suffer in silence.
- Don't blame yourself for what is happening; tell yourself you do not deserve to be bullied.
- Be proud of yourself as an individual.
- Call a helpline.

What can you do if you see someone else you think is being bullied? *(The role of the bystander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger and some of the strategies are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write down your concerns on a piece of paper and give it to someone you trust. Alternatively, send an email to apape@junior-kings.co.uk or use the 'Bullying Alert' option on epraise.
- Call a helpline for some advice.

In accordance with The Children Act 1989, the following confidential contacts of people who are not involved with the running of Junior King's are provided. .These telephone numbers are displayed in every classroom on the 'Who Can I Talk To?' poster.

1. The School Friends: Liz and Phil Lewis 01227 719303 or 07966 815931 or 07796 931168
2. Childline 0800 1111
3. Children's Commissioner for England 0800 528 0731
4. Kent County Council Children's Services 03000 41 23 23
5. NSPCC Helpline 0808 800 5000

The School ensures these numbers are displayed prominently around the classrooms. We would also refer you to different documents for reference:

The Equality Act 2010
 The Children Act 1989
 The Education Act 2011
 The Protection from Harassment Act 1997

Public Order Act 1986
Malicious Communications Act of 1988
Junior King's Safeguarding Policy 2024
KCSIE 2024

PROCEDURES AND ACTIONS AGAINST BULLYING:

- Immediate action must always be taken if poor behaviour or bullying is suspected or known to be happening.
- Communication is vital. **The Form Tutor, Head of Year/Section and Head of Boarding** (if it relates to boarding pupils) should be informed immediately.
- The school recognises that sometimes children and parents may feel nervous and cautious to report bullying behaviour as it may make the situation worse. The school must intervene as necessary to avoid escalation.
- Intervention will take place, sensitively, as soon as the school is aware that bullying is happening or that students are engaging in poor behavior towards one another. Early intervention is key.
- An initial investigation will be conducted to decide if the situation is bullying or not. This investigation is carried out by the Head of Year, Head of Section or Head of Boarding, depending on the nature of the problem. Staff must be aware that bullying should be considered a safeguarding matter if there is evidence of significant harm, or if a child is at risk of significant harm. The processes as outlined in the school's Safeguarding and Child Protection Policy must be followed.
- If it is decided that it is a bullying matter at the initial investigation, a Bullying Report will be logged. Meetings must be held with all persons involved and written records made.
- The School will speak with the perpetrator and make it clear that repeated behaviour will be deemed bullying.
- **The Deputy Head (Pastoral)** must be informed if there appears to have been an incidence of bullying. The problem can also be brought to the attention of other staff, if appropriate, at briefings and Staff Meetings. **If the Deputy Head considers the incident to have been sufficiently serious, the Head will also be informed.** The Deputy Head, as DSL, will decide if the bullying incident needs to be reported as a safeguarding and child protection concern.
- Decisions about action will be evidence-based.
- If the first instance of the behaviour warrants a sanction, this will be applied.
- Discussions will take place, and an understanding of the behaviour and resolutions will be sought by staff.
- A range of sanctions should be considered, depending on the severity of the bullying:
 - A verbal warning from a senior member of staff
 - Writing a letter of apology
 - Restitution of property
 - Discussion with the Deputy Head (Pastoral) and Head of Year/Section
 - A meeting with the Head
 - Intervention
 - Suspension
 - Exclusion









- At every stage, **the parents of all parties will be informed**, by the appropriate senior member of staff, of what has happened and how it has been resolved. Parents will be given the opportunity to have a meeting to discuss the matter face-to-face.
- It is important that the victim be made aware that aggression and a desire for revenge are understandable but inappropriate responses. The perpetrator must be informed that his/her behaviour is unacceptable and has caused distress.
- It must be remembered that a perpetrator may themselves be vulnerable. In this case, a safeguarding approach will need to be adopted, alongside any required sanction.
- Every effort should be made to resolve the situation through **counselling** of both parties. If at all possible, the bully and victim should be brought together to discuss the problem: this can lead the bully to adopt a more positive stance and prevent a recurrence of unsuitable behaviour.
- A follow-up meeting, with all pupils concerned, soon after the initial event will help to monitor the progress.
- If, however, the bullying continues, and counselling has been deemed ineffective, further **sanctions** will follow. Even when sanctions have been applied, it is important that counselling is maintained for both parties.
- **The Deputy Head (Pastoral)** will inform the Head of any pupil who persists in bullying behaviour.
- In rare situations, the Head may decide that **exclusion** is appropriate. In this case, she will obtain the approval of the Chairman of Governors or Head of The King's School.
- Once the matter has been fully investigated and resolved, **all** relevant records **must** be recorded and copied to the Head.

Appendix 1 Classroom resources

How big is my problem?

5	<p>Emergency</p> <ul style="list-style-type: none"> * Danger * Bleeding * Fire * Vomiting 	<p>Sobbing Scared Very worried Find an adult quickly!</p>	
4	<p>Gigantic Problem</p> <ul style="list-style-type: none"> * You/someone is hurt * Accident * Fighting * Hitting 	<p>Crying Mad Frustrated Find an adult</p>	
3	<p>Big Problem</p> <ul style="list-style-type: none"> * Someone makes fun of you. * Someone takes one of your belongings. * Someone says nasty words to you. * Not feeling well. 	<p>Crying Very sad Angry Ask for help</p>	
2	<p>Medium Problem</p> <ul style="list-style-type: none"> * Not getting to choose the game in the playground. * Someone says they are not your friend. * Someone is bothering you. * Being told no. 	<p>Nervous Upset Annoyed Try to sort it out /deal with it by yourself</p>	
1	<p>Small Problem</p> <ul style="list-style-type: none"> * Not first in line. * Having to wait for a turn. * Not in the winning team. * Not always getting your first choice. 	<p>Uncomfortable Disappointed Irritated Walk away / let it go</p>	
0	<p>No Problem</p> <ul style="list-style-type: none"> * Everything is going great. 	<p>Happy Calm Relaxed Enjoy the feeling!</p>	

Appendix 2: Classroom resources

<p>Bullying?</p> 	<p>Bullying is behaviour by a person or group, usually repeated over time, that intentionally hurts another person or group, either physically or emotionally. It can happen at home, on the playground, in the changing room, in the classroom, on-line, by text or when you are out playing.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	<p>DO NOT KEEP IT A SECRET</p> <p>Remember - you have the right to feel safe and happy.</p> 
<p>Is someone saying strange things to you?</p> 	<p>You should tell a trusted adult if someone has said something to you that makes you feel uncomfortable, weird, strange or afraid. This could be face-to-face, when you are on-line or in a text.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>Is someone asking you to keep secrets, to lie to your family, or threatening you?</p>	<p>You should never be asked to lie to your family or friends. It is wrong if someone asks you to keep big secrets from your family. If someone threatens you or your family if you don't say or do what they want you to, it is wrong.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>Is someone touching you?</p> 	<p>You must tell a grown up at school if someone touches you on a part of your body that you don't want them to touch because it is a private part and it makes you feel uncomfortable, unhappy or unsafe.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>Is someone hitting, punching or hurting you, or regularly causing you to feel pain?</p> 	<p>If someone is causing you to feel pain because they are hitting you or attacking you so that part of your body is hurting badly, then you need to tell.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>Have you seen something online or in a text that made you feel afraid, upset, or worried?</p> 	<p>If you have seen or heard something when you are online, either at home or at school, that you found scary or worrying, then you should tell someone. This could be frightening or rude images, bad language, people hurting each other or threats. It could be in photos, film or words.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>Is someone trying to make you believe something different to what your family and school believe in?</p> 	<p>If someone tries to make you believe that the good beliefs and values that your family and your school have are wrong, and they try to persuade you to believe in something that you feel is bad, then you should tell an adult.</p> <p>If this is happening to you or to someone you know, then tell a trusted adult.</p>	
<p>What will happen if you do tell a trusted adult at school about something that is happening to you or to someone else?</p> 	<p>We will listen to you. We will give you support, and try hard to find ways to make things better for you. We will take what you tell us seriously. If we do not have all the answers to help you, we might contact other kind adults who will be able to give you the help you need.</p>	

Appendix 3:

Prep and Pre-Prep School - My Right to be Happy (Child Friendly Version of Safeguarding Policy)



All of the adults around us think that our health, safety and welfare are very important. In our school, we respect all children and adults, and help to protect their rights.

We do our best to help all children make good educational progress.

Children are taught how to recognise risks in different situations, and how to protect themselves and stay safe.

How are children protected in the Pre-Prep?

We provide a safe environment for children to learn in;

We help to ensure that children remain safe, at home as well as at school;

We think it is important for our children to know where to get help if they are worried or unhappy about something.

Need to talk?

You can talk to any adult in school if you need to.

What is this all about?

Our school has a Safeguarding Policy for staff, families and governors.

This booklet is a 'child friendly' version for you.

What is it for?

A Safeguarding Policy (sometimes called a Child Protection Policy) is a document that the adults in the school refer to so that they can keep you **all** safe and happy whilst you are at school and also outside of school. In this booklet you can read about the ways that we are all working together to achieve this, and what you can do if you don't feel safe and you don't feel happy.



In this booklet you will read about '**a trusted adult**' on every page. So, what does this mean?

'**A trusted adult**' is a grown-up who you know well enough to feel comfortable talking to and who you know will listen to what you have to say. '**A trusted adult**' is a grown-up who will offer you support and advice, and provide the help you need.

A trusted adult could be:

- a family member
- a teacher
- your head teacher

- a teaching assistant

Is someone bullying you?

Bullying is behaviour by a person or group usually repeated over time that intentionally hurts another person or group, either physically or emotionally. It can happen at home, on the playground, in the classroom, online, by text, or when you are out playing.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET

Remember - you have the right to feel safe and happy.



Is someone saying strange things to you?

You should tell a trusted adult if someone has said something to you that makes you feel uncomfortable, weird, strange or afraid. This could be face-to-face, when you are on-line or in a text.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!

Remember - you have the right to feel safe and happy.



Is someone asking you to keep secrets, to lie to your family, or threatening you?

You should never be asked to lie to your family or friends. It is wrong if someone asks you to keep big secrets from your family.

If someone threatens you or your family if you don't say or do what they want you to, it is wrong.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!

Remember - you have the right to feel safe and happy.



Is someone touching you?

You must tell a grown up at school if someone touches you on a part of your body that you don't want them to touch because it is a private part and it makes you feel uncomfortable, unhappy or unsafe.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!

Remember - you have the right to feel safe and happy.



Is someone hitting, punching or hurting you, or regularly causing you to feel pain?

If someone is causing you to feel pain because they are hitting you or attacking you so that part of your body is hurting badly, then you need to tell.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!

Remember - you have the right to feel safe and happy.



Have you seen something online or in a text that made you feel afraid, upset, or worried?

If you have seen or heard something when you are online, either at home or at school, that you found scary or worrying then you should tell someone. This could be frightening or rude images, bad language, people hurting each other or threats. It could be in photos, film or words.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!

Remember - you have the right to feel safe and happy.



Is someone trying to make you believe something different to what your family and school believe in?

If someone tries to make you believe that the good beliefs and values that your family and your school have are wrong, and they try to persuade you to believe in something that you feel is bad, then you should tell an adult.

If this is happening to you or to someone you know, then tell a trusted adult.

DO NOT KEEP IT A SECRET!
Remember - you have the right to feel safe and happy.



What will happen if you do tell a trusted adult at school about something that is happening to you or to someone else?

- We will listen to you.
- We will give you support, and try hard to find ways to make things better for you.
- We will take what you tell us seriously.
- If we do not have all the answers to help you, we might contact other kind adults who will be able to give you the help you need.

BY NOT KEEPING IT A SECRET
you will begin to feel safe and happy again.

REMEMBER YOU HAVE THE RIGHT TO FEEL SAFE AND HAPPY.

